

THE TEACHERS COLLEGE JOURNAL

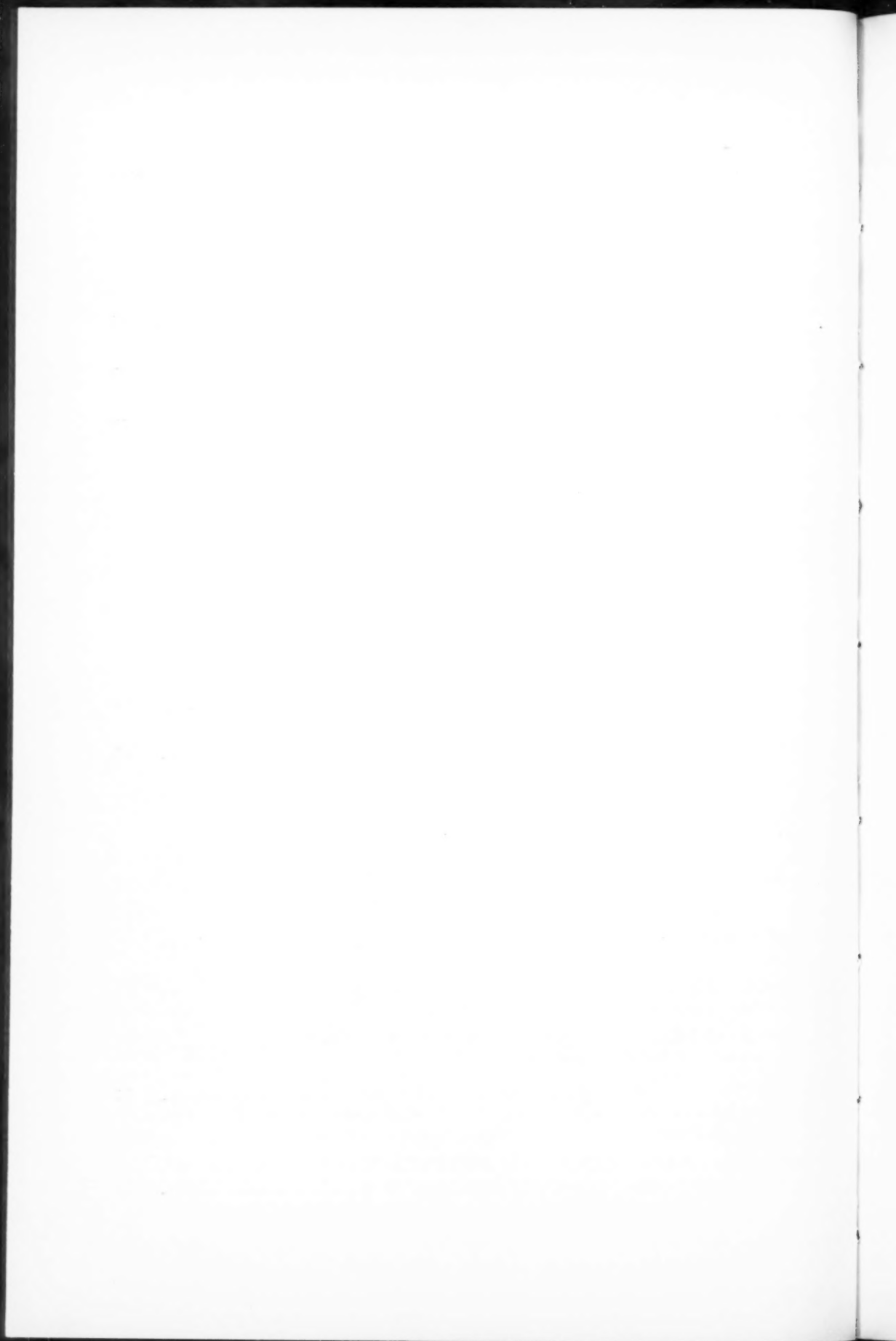
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THE TEACHERS COLLEGE JOURNAL

Volume VII

MAY, 1936

Number 5

Indiana State Home Economics Association Meeting

FRIDAY EVENING PROGRAM

Terre Haute House

LAURA HADLEY, *President, Indiana State Home Economics Association,*
Presiding

MUSIC

*Presented by the Music Department of the Indiana State Teachers College—
L. M. Tilson, Head of Department, Directing*

ADDRESS OF WELCOME

RALPH N. TIREY

President, Indiana State Teachers College

Madam Chairman, Members of the Home Economics Association, and Guests:

Indiana State Teachers College and the City of Terre Haute are proud to have as their guests this week the members of your association. Those of us who have watched with interest the work which you have been doing in our public schools and colleges during the last decade or two are fully aware of the great contribution you have made to education. In our present civilization there are at least a few of our established institutions that are worthy of the most loyal devotion of every citizen. No institution is more deserving of such loyalty than the home—the most fundamental group organization of society. In training our youth for the responsibilities and privileges of worthy home member-

ship you are rendering a service to the nation second to no other group of teachers. During the last twenty-five years I have observed the development of the home economics program in our public schools and colleges with a great deal of interest and satisfaction. I hope that the time will come when every boy and girl will feel that the highest obligation he has to society is the establishment of a happy and efficient home where children of tomorrow can be nurtured in an atmosphere of health, beauty, and love.

I suppose that sufficient has already been said to meet the requirements of a welcome address, however, with your permission I should like to describe briefly three homes. The first two are clearly the outcomes of efficient home economics

education. The third typifies a high conception of a home as held by a great American during the Civil War period.

Some years ago an intelligent and capable young colored girl was a maid in our home. She had had the privileges of a good high school education and had wisely chosen as many courses as possible in the field of home making. She possessed all the elements requisite for an ideal home maker—skill in preparing and serving food, skill in needle craft and clothing, an appreciation of beauty, and a delightful personality. She married a young colored man who was a day laborer in a nearby factory. They started out on the voyage of home life with very little of the world's goods. After about a year of married life they invited us to pay them a visit in their home. The young girl had been compelled to start housekeeping in a little three room house of the commonest sort. To many young wives it would have appeared inhabitable. It was surrounded with an ugly, barren yard filled with the cans. We were astonished on our visit to this simple home to see the transformation that had taken place. The tin cans had been removed and the little yard had been decorated with shrubs, flowers, and grass. Surrounding the yard was a freshly painted picket fence. Upon entering the house we were impressed by its cleanliness, comfort, and artistic arrangement. Attractive draperies, rugs, and other furnishings were there to testify to the handiwork of the industrious young wife. Her husband came in from work presently and reflected in his face and his speech the pride which he had in their little home. The difference between this simple but attractive little home and the homes that surrounded it was a difference in the industry and efficiency of the ideals of the home maker.

Some years ago I was superintendent of schools in a delightful little town on the Ohio river. This small community is nestled at the foot of a majestic hill overlooking the beautiful river valley. This town was blest with many attractive homes but there was one in particular which was of special interest to me. The housewife and mother in this particular

home was a graduate of Wellesley College having majored in home economics. After marrying a wealthy retired tobacco grower from Kentucky, she planned and directed the construction of a home that would be adequate for all of the needs of the family which they expected to rear. Great care was given, not only to safety and architectural beauty but also to facilities necessary for development of health and wholesome recreation for the children. Some of the features provided were tennis courts, library, playroom, and spacious sleeping porches. The neighbor children were naturally attracted to this home and spent many pleasant and profitable hours playing games and enjoying the culture of this family. It was always a joy for a guest to come under the influence of this hospitable and delightful home environment. This Wellesley woman had secured a conception of family life through her home economics training that enabled her to build a home for her husband and children that was second to none in Southern Indiana.

The late Russell Conwell used to give a lecture which he called "Personal Glimpses of Celebrated Men and Women." In this remarkable lecture he had something to say of the home life of Wendell Phillips. After the close of the Civil War he bought a simple cottage at Waverly, Massachusetts. Mr. Conwell frequently saw him as he drove past his home on Sunday mornings swinging on the driveway gate. One Sunday morning Mr. Conwell stopped and said, "Mr Phillips, I am very anxious to know why you swing on the gate so often on Sunday morning." A smile went over the face of the old man and then he replied, "I swing upon this gate because the first time I ever saw Mrs. Phillips she was swinging on a gate. The second time I saw her I kissed her across the top of the gate and the third time I saw her she consented to be my wife and I went around and swung on the same side of the gate with her. That is why I swing on the gate. Now you ask me why I swing on the gate on Sunday morning," he continued. Then the great preacher changed his demeanor utterly. He said, "I swing on this gate on

Sunday morning, not thinking people would notice it, because it reminds me of the fact that that gate is in the line between happiness and unhappiness—all within that gate is Paradise; all outside of it is martyrdom." After repeating this incident Mr. Conwell addressed the following statement to his audience of Indiana teachers: "If you, my friends, can go to your work in school and can go home at night to your family, if you can go there and sit by your fireside and read a good book and take your child upon your knee, and then return again in the morning, in health, to your work, you have reached the highest and the best the world can give to you. There is nothing beyond it. There is nothing to be desired more. You have reached the depths of all earth's achievements so far as personal happiness is concerned; and, consequently, if you should never see me again—and, friends, you probably will not—I would leave with you this thought of Wendell Phillips, and say to you that if you have such a home—and if you have not, you should make it—and can go into it and rest in quietness and

peace, and sleep and dream sweet dreams beneath your own roof, within your own domestic circle, do not pray that God may lead you out in the path of duty, from the way where all is happiness into the world of misery—don't pray for those things—and if God has been kind and has given to you a beautiful domestic circle, remember the last advice your old great-grandfather gives to you, in the words of Wendell Phillips—remember that 'All within this gate is Paradise; all outside of it is martyrdom.'"

The concluding thought that I should like to leave with you is as follows:

If there is any lesson that I get out of human life above any other lesson it is that we in America must retain the home, the domestic circle, the memories of the love of it, and we must cleave to it and return to it when the great waves of flimsy social theories that would destroy it are rolling round about us. If the home economics teachers of the nation can instill a deeper and greater love for home in the a service to our nation than which there is no greater.

RESPONSE

LILLIAN REDFORD

Councilor, Indiana State Home Economics Association

It is indeed a pleasure to respond to this most gracious and inspiring welcome you have given us. From the moment of our arrival we have been basking in the warmth of your hospitality. The first person to greet us was Miss Lewis with her ever-ready smile. Even the bellboys are making us feel welcome.

This afternoon we enjoyed tea and a tour through your new laboratory school. The musical program and banquet, which we

have just enjoyed, have been delightful. The program which you have planned for this evening and tomorrow sounds most interesting.

It seems that nothing has been left undone which might add to our comfort and happiness. In fact we are having such a good time that I am sure we shall be sorry to leave tomorrow, and we shall go with the hope that you will invite us to return to your city in the very near future.

MEETING A CHANGING WORLD

IRMA E. VOIGHT

Dean of Women, Ohio University, Athens, Ohio

All progress is based on change. If progress is made in proportion to the speed in which changes take place, then, indeed, are we living in a period of such swiftly developing progress that we may expect to lag as individuals in our development of per-

sonality and ability in trying to keep pace. There is nothing, it seems to a casual observer today, which is not subject to tremendous change in an unbelievably short time. Customs, habits, interpretation of right and wrong, clothes, methods of doing

things, forms of government, social conventions—all have changed within the memory of any person who has attained to the age of maturity.

Formerly we felt that any great social change could come only within a generation or even a longer period of time. Because of this belief, many of the adult generation, immediately following the war when all these changes were so much speeded up, failed to sense what was happening. It has often seemed to me, as I have looked back to those years, that the breach between youth and age was widened at this time beyond anything that had happened before. This made it seem that the changes of the last twenty-five years had no precedence in any previous history. Much misunderstanding arose. Youth felt itself without wise counsel; age felt itself without proper respect from youth. Now that we are used to having things change with great rapidity as well as to having people change at least in the expression of themselves, we are beginning to settle down to a sane analysis of the business of living in the midst of a changing world. We are still somewhat unused to accepting without surprise the changed situation for women especially.

In 1870 less than fifteen per cent of all women sixteen years of age and over were bread-winners. Today, one out of every four earns her living. Women were at work one hundred years ago. Women have always worked, but at the beginning of the century their work was largely within the home and had to do largely with the tasks of providing food, shelter, and clothing. Today, ten million women in the United States are leaving their homes daily to work for definite financial remuneration. The changes that have taken place in women's work, far more than the changes which have taken place in men's, tell the story of the industrial expansion of a great nation. They tell the story of rugged individualism as well as social security; they tell the story of the manufacture of articles with their individual characteristics to articles of a standardized make; they tell the story of the increasing distribution of economic responsibility to all citizens.

Four or five decades ago, the girl in

business was a curiosity, the woman doctor or lawyer was an object of prejudice, the woman professor was scoffed at as a blue stocking, the woman executive was almost a social oddity. Today there are women who are managers and superintendents of factories, bankers and bank officials, chemists, inventors, engineers, architects, judges, congresswomen, foreign ambassadors, and college presidents. There is one woman in the United States who is president of a co-educational institution. There are women chauffeurs, draymen, teamsters, expressmen, garage laborers, switchmen on railroads, ticket and station agents, mail carriers—in fact, women have stopped short in practically no type of work. This can mean but one thing: the woman of today who is capable of meeting a world in which such opportunities are offered to her, must possess certain rugged characteristics that will enable her to cope successfully in what still is largely a man-made world.

I have that very interesting and colorful personality among American women today, Mrs. Lillian Gilbreath, to thank for four points as I attempt to make an analysis of the woman who can most successfully meet the demands of a changing world.

First of all, she must be physically adequate. She must be a person who is not quickly caught up by moods. The moody person cannot possibly withstand the rather heartless give and take of a world of economic competition. The world is not demanding the Amazon type of woman or the Brunhilde type of woman. The world, we trust, will never call upon women to stand in the front line trenches of a war-ridden country, but, nevertheless, she must be physically strong up to the capacities of which her body is capable. In an age when we know how to be well and strong, there is no excuse for the great majority of us not to be so. The necessities of the times require a type of physical strength and vitality of woman that has even greater enduring qualities and resisting qualities than that of man. I do not mean to condemn as a failure in this changing world the woman who is handicapped by nature, or accident, or inheritance. Many of them have made a better job of becoming physically adequate than have those whom nature

blessed with all the potentialities of a strong body. I would place physical adequacy at the top of the list. The lot of the weakling today is not a happy one, and society is not patient in coddling her.

A second point goes hand in hand with physical adequacy. It is mental adequacy. By this I mean a certain mental alertness which keeps one aware of what is going on all about, which keeps one mentally curious, possessed of the same sort of mind that the inventor has or the explorer. If the mentally alert mind can have the opportunity of training and education, the limits I think are almost beyond conception, but even without education and training of an educational nature, the individual has it entirely within herself to develop a mind that is capable of coping with the swift-moving changes of ideas, interpretations of life, and social adjustments. The most pathetic thing in the world is to see a person physically fit to take her place in the world as she grows up into maturity, but mentally inadequate to the problems of maturity.

The third point is emotional control—that control which maintains a balance of behavior, of judgment, of imagination to the end that poise is the result. I like to think of this definition for poise: "The ability to stand in the presence of any emergency, great danger, great shock, great joy, great defeat, great triumph, and still to keep one's presence of mind and behave as a person whose mind is in the seat of authority." The perfect achievement of poise is beyond the grasp of any of us, but the first step in attaining it certainly is to strive to control our emotional lives in such a way that they will do team work with our rational lives. It is only when such team work is done that sensible decisions can be made, decisions that will not hurt the other person, decisions that will not belittle our own bigness. The day of hysterics is over. We must control vigorously resentments and selfishness. I have not said we must kill these because each one has the vital spark of a positive characteristic, but we must control them. Only in emotional control may we hope to gain ability to handle all kinds of situations and to face facts.

The fourth point may cause some of you to smile, perhaps to feel that it is a bit frivolous in the light of the other points. I do not feel so. Miss Gilbreath used the term "sartorial smartness." It is not a vanity to be well dressed and groomed. By far, the largest portion of the world, which for us is a somewhat limited environment, will know us only from what it sees. We have all come to know how a bath, a shampoo, and freshly laundered clothing will give us a feeling of being set up and a feeling of refreshment for which we can scarcely account. If you look about you, you will discover that successful business women are always trim and well-dressed. By this I mean appropriately dressed. One's appearance presents more plainly than we sometimes imagine the characteristic of individuality, the fearlessness with which we dare to dress ourselves in clothes that are becoming rather than stylish according to the latest vogue. The old belief that women should care for their appearance particularly only when men were to be their observers is certainly not a part of the present day world. We should look our best for everyone, especially for our own sakes. A well-dressed, poised, alert, and physically fit woman might well become a goal for each of us.

It has been my privilege to travel rather extensively. I have been keenly alert to the study of women in the various countries in which I have traveled, perhaps because my life interests have to do with women and especially young women. I could pick out of my treasury of memories and acquaintances innumerable individuals who express more or less fully the ideal of the adequate woman I have been presenting to you. I should like to share with you just one small group, all of whom are American except one, all of whom are trained women who have attained to high places. It is well for us sometimes to have to stretch up to catch the vision. These ten women whom I want to briefly describe to you now are all women to whom I have had to stretch up, but who in the stretching have helped me to catch a larger vision of my own possibilities and of the possibilities for those whose lives I contact daily. History affords us the names of many great

women, but we sometimes forget to look within our own period of time and almost within our own neighborhood for women who are giving daily demonstrations of what trained intellect and trained personality have achieved. May the brief presentation that I shall give you of ten splendid women stimulate you to strive even more earnestly than you have in the present to find yourselves, to develop yourselves, and to express yourselves.

I need only mention Jane Addams, because during her seventy-five years of life, twenty-five of which were devoted to the development of the work of Hull House in Chicago, she placed herself not only among the most prominent women of her time, but she also placed herself on the honor roll among the women of the world for all time. And what made Jane Addams great? She believed in something and she stood for it. To her the peace of the world became almost a religion. The cause of the underprivileged produced in a discordant world became her beacon. To know about Jane Addams is a great stimulation—to meet Jane Addams face to face and hand to hand was a great inspiration.

Another superior personality of this day is Mary E. Woolley who is now just a little beyond her seventieth birthday. To be sure Mary Woolley has had many advantages both in educational opportunity and in inheritance. But Mary Woolley has believed in something and has stood for it and has driven steadily on to the position of honor which she has held for many years as President of Mount Holyokē, and to the especial recognition which she received a few years ago in being chosen to represent the United States Government at the Peace Conference in Geneva. Here too was a mind and heart devoted to the cause of international peace. She chose to express this belief through the administration of a great institution of learning.

In quite another field we meet up with a forceful and charming personality in the person of Dr. Florence Sabin. Dr. Sabin found herself in the field of science and chose as her channel of expression the study of anatomy. At the age of sixty-four she is today as a member of the Rockefeller

Institute of Medical Research one of the outstanding personalities in this field. She has believed in something and has devoted her life to that belief.

Mary Beard, a woman just over sixty, is known to many as the wife of Charles Beard, the great historian. However, her long experience in the cause of Women's Suffrage and her long years as a student of the Labor Movement have made her a historian in her own name. It is with a thrill that one hears her challenge women today to rise to their obligations in this day of crisis. Her belief in women, their rights, and their abilities has dominated her always. She stands today not only a prototype of the finest womanhood but a champion of finest womanhood.

One of the most colorful women of today is Lillian Gilbreath. She is colorful for two reasons: first, she is a recognized authority in her field of management engineering; and secondly, she has used as a laboratory and as a concrete application of her theories a family of eleven children, many of whom already give promise of carrying out the colorful life of their mother. Her great belief throughout her life was that work could be so managed and arranged that the physical body need not be over-fatigued. Mrs. Gilbreath is today a consultant in management engineering at Purdue University. As one follows her career, one is impressed with the fact that she somehow must have found a way to avoid fatigue. She is tireless, buoyant, and everlastingly alert. Mrs. Gilbreath is just a few years removed from sixty, but to look at her one would judge that she was many years removed.

I could wish that all of you might have the pleasure and the privilege of knowing Meta Glass, the President of Sweet Briar College and the President of the National Association of American University Women. With a winsomeness in her personality enhanced by the charm of southern aristocracy she is a most effective executive of our American Association of University Women, which by Mary E. Woolley was called "The University of University Women." Miss Glass has a buoyancy and joy of life which seems to be that of a

young person despite her fifty-five years, because she believes in the possibilities of youth and has given her life to their training.

In quite a different field we find a woman who has risen to an unusual position of prominence. Her rise to this position was no accident either of birth or circumstances. Frances Perkins is Secretary of Labor in our Government today because she has consistently believed in justice for employees as well as employers. With a woman's keen intuition and a brain trained in the school of both theory and practice she merits the position she holds today. Frances Perkins at fifty-three years of age has achieved as few women have. She truly represents the result of a life directed by a great belief.

Not only the Middle West but the entire United States is proud of Florence Allen, the outstanding woman today in the field of law. She was recently appointed by President Roosevelt to the Court of Appeals with headquarters at Cincinnati following an extended period as a member of the Supreme Court of the State of Ohio. She has devoted herself and her life to the cause of justice. The depth of her own belief radiates through every fiber of her being. She is a rare combination of sweetness and force. She possesses the rare combination of ability in music and logic. Judge Allen is a comparatively young woman just past fifty years, possessed of a fine physique and good health. She has many years of peculiar service ahead of her.

Another woman of the same age who is perhaps the most conspicuous in the public eye today is Eleanor Roosevelt, the wife of President Franklin D. Roosevelt. Mrs. Roosevelt is conspicuous not only by virtue of her position but by virtue of her own particular charm and ability. She believes from the depth of her heart in the cause of humanity. No one could hear her plead for striking one's roots deep into the community in which one lives without realizing that she is devoted to a great cause. When the artificial prominence of her position as First Lady of the Land is past and she again takes up her position as a normal citizen, she will continue to be one

of America's outstanding personalities. She is colorful, genuine, and most intelligent.

Ruth Bryan Owen was the daughter of one of America's most prominent citizens, William Jennings Bryan. It is true that this inheritance gave her a tremendous advantage on her road to achievement, but she has given ample demonstration that on her own merit and through her own purpose she would have arrived at the position of significance and prominence which she holds today. She is a pioneer in the field of diplomacy, holding the position at present of Ambassador to Denmark. There are many who believe that this is a field just opening to women and a field which holds tremendous possibilities for women. Ruth Bryan Owen absorbed from the atmosphere in which she was born her initial interest in politics. During the fifty years of her life she has given herself and her mind to the cause. Her record has been one of courage and honesty in her dealings. The personality which she has developed for herself fits her peculiarly for the position she now holds.

The tenth and last personality in the picture is the youngest, being somewhere in her early forties. Vera Brittain, trained at Oxford, scarred and purged by the World War, has devoted herself and her magnetic personality to the cause of peace. No one can look into her great dark brown eyes without seeing there the suffering of the world. No one can see her face and body in repose, slight and lovely of contour as they are, without realizing that something has gone out of life which can never be recovered. But as she seems to brace against the almost perceptible sag in which repose catches her and stands erect and alert before an audience, one knows that she has rededicated her life to the cause of a new day in which there shall be no war.

Here then is a picture of ten personalities, living, working, achieving in the present-day world—each one college bred, each one devoted to a great cause, each one who found herself, who found something to believe in, and stood unflinchingly for the belief. To those of us who are wondering what it's all about, to those of us who are on the threshold asking "whither?" may

these ten personalities represent only a very tiny part of the whole picture of life. Someone else might have chosen ten other equally significant individuals. Because I have met these persons face to face, grasped their hand, and caught something of the magnetic current of their being through this contact, I use them as my excerpt from life which I am sharing with you.

All relationships must be builded on beliefs. Caught by the force of a great be-

lief, driven to seek one's self under this compulsion, there are no limits for achievement for any of us. A trained mind, a compelling belief, a heart throbbing for humanity will open doors to any young woman today. Through the open door she may enter into the realm of home, of politics, of business, of law, of medicine, of social service, of teaching, and come to know that not only is college worth while but that life is worth while.

SATURDAY MORNING PROGRAM

Residence Hall

BREAKFAST

Executive Committee Meeting

College Hall

IVAH RHYAN, *Head, Home Economics Department, Indiana State Teachers College, Presiding*

MUSIC

*Presented by the Choir of the Garfield High School— Nelle Duncan, Director
Marimba—Wilber Froment*

GREETING

GEORGE C. CARROLL

Superintendent, Terre Haute City Schools

On behalf of the home economics teachers in the Terre Haute City Schools I am very happy to bring greetings to the members of the Indiana Home Economics Association.

I believe that conferences of this character can be made very meaningful and very purposeful. Just recently I read a most interesting book—one that in time will become a classic for teachers. Dr. Bliss Perry has given this book the title "And Gladly Teach." This title is derived from a sentence of Chaucer "And gladly would he learn and gladly teach." From my point of view I believe that if in conferences and professional meetings we maintain the attitude of the learner then we shall gladly teach.

In this same book Dr. Perry quoted a line from Emerson—"All life consists in what we are thinking of each day." If our lives consist of the thought and study of the problems of worthy home membership

I am certain that as home economics teachers we shall make a large contribution to the lives of the girls, and I hope to the lives of the boys, who are enrolled in our schools.

As teachers we do our best work when we bring to the classroom the summary and application of all of our experiences to the immediate teaching task. Our experiences this year, rich and varied as I know they must have been, should enable all of us to do better teaching next year providing we utilize that experience in presenting our own subject. With this idea in mind each year's teaching will be more purposeful, and as a result, we shall come to the realization that it is a real privilege to teach the young people in our junior and senior high schools.

May I express the hope that your meeting will be as profitable to you as I know it is pleasurable to the teachers of Terre Haute to have you here as our guests?

NEW TRENDS IN MODERN TEXTILES

RUTH GUENTHER

*Training Representative, J. C. Hudson Company
Detroit, Michigan*

The study of textiles is so exceedingly complicated that it is practically impossible in a brief space of time to do more than give any one a few guiding principles in the selection of fabrics.

For convenience and clarity of thinking we might divide the subject into several groupings. These are given below.

WHAT IS THE CONSUMER'S PROBLEM TODAY IN BUYING TEXTILES?

The problem becomes exceedingly complicated because today manufacturers are doing so much to produce interesting textures and unusual effects in order to make their merchandise readily salable. They change yarn surfaces, combine different fibers, spin uneven yarns, and blow short fibers into the surface until, after the fabric is finished, the manufacturer himself is scarcely able to tell you anything about the fabric.

Everyone is interested in getting just as much for his money as it is possible. This can be summed up by saying quality plus price equals utility. Wise purchasers are going to try to get the best possible value for the amount of money they have to spend and, in addition, they want to be sure that the fabric is styled right.

The average business or professional woman, the housewife, and the mother of today have had very little, if any, training in shopping. There are literally hundreds of women in business today who give very little thought to learning about fabrics. If the garment is styled right and has a nice appearance, that seems to be sufficient. A thorough knowledge of quality in relation to durability has been lacking, as was evidenced by the ready sale of unsatisfactory merchandise during the early days of the depression. Then, when the fabric did not wear, the customer went back to the store, complaining and wanting the garment replaced. There was no attempt made to discover what wearing quality

was there, it just seemed like a bargain. The bargain purchaser usually finds that bargains are costly because in dry cleaning and laundering much of the beauty of the garment is lost. Too, they usually shrink badly.

The consumer should know what she is buying, be conscious of the quality, and be sure she is paying the right price for it.

HOW CAN YOU DISTINGUISH FIBERS IN MATERIALS?

Appearance

1. Pure dye silks hang in soft, closely draped folds. They have elastic draped qualities.
2. Weighted silks hang in stiffer folds. They have bulk and look heavy.
3. Synthetics hang in heavy folds. The folds stand out, do not cling, and are not close. De-lustered yarns have rubbery texture.

Feel

1. Pure dye silks are very soft. They crumple into small space without becoming particularly wrinkled. They are supple.
2. Weighted silk feels stiff and harsh. It has more bulk or "body" and wrinkles easily.
3. Synthetics feel inelastic but, as a rule, very slick. This is not true of alpacas and sheers.
4. Wool feels "springy" and warm. If mixed with silk the feel is soft, but mixed with cotton, it becomes lifeless and stiff.
5. Linen feels cold, tough, leathery.
6. Cotton made to look like linen lacks the cool feel and is not tough.

Breaking

1. Silk—The separate fibers are straight, fine, lustrous. It pulls apart with great difficulty.
2. Wool—The fibers are wavy, slightly rough, and pull apart quite easily unless a very long combed yarn.

3. Cotton—The ends are brush-like and the individual fibers are short.

4. Linen—It takes more strength to break; the ends are usually long and pointed.

5. Synthetics—They splinter off and break easily; the fibers pull apart easily.

Burning

1. Silk—

Pure dye silk burns quickly, bubbles, and makes a dark ash, or gummy balls, or beads. It smells like hair.

Weighted silk burns slowly and with difficulty. The residue is the shape of the piece of material.

2. Wool burns slowly and smells like hair. It has a grayish ash along edge and crumples easily.

3. Cotton flashes up and smells like paper when it burns.

4. Linen burns more slowly than cotton. You can see the form of cloth through the flame. The entire shape is left in the ash.

5. Synthetics—

Rayon burns quickly, leaving no ash.

Celanese smells like syrup when burning. It strings down and drops in small balls. The fabric melts or fuses.

Creasing

1. Pure dye silk scarcely creases while weighted silk creases badly and it is almost impossible to press creases out.

2. Wool scarcely creases but if mixed with much cotton the creases will stay.

3. Cotton creases but not to the extent that linen will.

4. Linen creases easily and has sharp creases.

5. Synthetics crease easily and the creases stay in a long time.

Rubbing

1. Weighted silk separates as it is rubbed. One can see spaces between the threads very easily.

2. Wool, mixed with a short hair, cellophane, or ostrich will become smooth as rubbed because short fiber rubs out.

3. Cottons or linens that are heavily filled with starch lose this when rub-

bed and become "slimpy." Starch may even remain on the hands.

WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF SOME OF THE NEW MATERIAL?

Synthetics are so important in the world today that they rank third in production, the United States leading in world production. Because the manufacturers have felt the need to produce fabrics which will prove interesting to consumers, they have developed all sorts of interesting textures and yarns. This gives a wide variety to the appearance of the materials and hence more people are attracted to them. They are proving to be very satisfactory and, in the majority of instances, consumers find it difficult to recognize whether they are interested in silk or synthetic fabric.

In order to meet fashion demands, manufacturers have tried to produce a variety of textures. One which has been used for the last three years and always proves a good seller is wool with a hairy surface. This is done by blowing hair, ostrich, or cellophane into the fabric. It looks soft and interesting; people buy it; soon they find that the short fiber drops out. But the fact remains that they still continue to buy it. They buy it because it is attractive.

Many new developments have occurred in cottons and linens, chief among them anti-crease, non-crush linens, and the Neva Wet process. They have all been developed with one idea in mind—to make the fabric more attractive by preventing wrinkles and also to keep it from spotting and staining.

In buying either a silk or a synthetic matelasse, there is one caution to remember—be sure it is a woven puff and not one which has been pressed in. The pressed one comes out, leaving the garment much too large.

WHAT IS THE VALUE AND RELIABILITY OF LABELS?

When a label is used, take the information circumspectly. You must be sure it comes from a reliable manufacturer and is used by a store which has a definitely established reputation to maintain. A great deal has been done recently to force manufacturers to be truthful about information

on labels, brought about chiefly by the efforts of home economists. Educational bureaus supply accurate information about their respective products, chief among them being:

Cheney's
American Bemberg
Celanese Corporation of America
Associated Knit Underwear Manufacturers of America
Lever Brothers
Colgate-Palmolive-Peet
Proctor and Gamble
Cotton Textile Institute for both retailer and consumer

The label makes it easier for the consumer to know what she is buying and be sure of it.

Business Meeting

Section Meeting

Elks Club

LUNCHEON

SATURDAY AFTERNOON PROGRAM

College Hall

LAURA HADLEY, *President, Indiana State Home Economics Association, Presiding*

MUSIC

Presented by the Double Quintette of the Concannon High School—Frances Neill, Director

REPORT OF THE CURRICULUM STUDY CONFERENCE

EVELYN HEITZ

Frankfort High School

Representative teachers and supervisors of home economics in Indiana met at the Hotel Lincoln in Indianapolis on March 12, 13, and 14, 1936, for a conference on curriculum study. Miss Laura Hadley and Miss Agnes V. Watson, president of the Indiana Home Economics Association and State Supervisor of Home Economics Education, respectively, arranged the conference.

Miss Beulah I. Coon, Agent for Studies and Research, Home Economics Education Service, United States Office of Education, very ably directed the discussion. Miss Coon has given a large share of her time to curriculum problems during recent years and she has recently led similar conferences in several different states. The group was

WHAT ARE THE FASHIONS FOR SPRING?

1. The vogue for suits
2. The vogue for mannish fabrics
3. The vogue for color
4. The vogue for color contrasts
5. The vogue for prints

Color is rampant everywhere and has to be used with great discretion in order for it not to become ridiculous. Two accessories of the same color is much better than one accessory of a totally unrelated color, not repeated anywhere else in the costume.

In conclusion, this thought: try in every possible way to know what you are buying. A little testing and experimentation may mean much greater satisfaction later.

fortunate in having present Miss Van Horn from the Federal Bureau.

That a fine philosophy of education and of home economics education is fundamental to curriculum planning seemed the keynote of the conference. Needs and methods of an immediate and long period study program in Indiana were discussed. Tentative plans included: (1) development of a philosophy of home economics education; (2) make studies and investigate studies already made to discover needs of, (a) high school boys and girls, (b) out of school youth, (c) adults; (3) evaluation of present curriculum; (4) integration problems.

Each member of the group left the conference stimulated to re-evaluate the curriculum she has developed and to do something about curriculum needs in Indiana.

A FUNCTIONAL PHILOSOPHY OF EDUCATION

DOAK S. CAMPBELL

*Director of Division Surveys and Field Studies
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Any discussion of philosophy, whether specifically related to education or any other realm of human interest, invites controversy. It involves a great variety of elements, most of them highly variable. Thus, it is difficult to find even an adequate definition of the term "educational philosophy." Hopkins suggests that it is "a well rounded, definitely organized, comprehensive statement of the end toward which all education should move, and the end which social life as influenced by education should approach." Another writer describes an educational philosophy as a "point of view, based on sound principles, supported by carefully evaluated experience, which serves as a guide to the whole process of directing human growth."

Whatever definition of terms may be accepted, it seems apparent that if the process of education is to go forward effectively it must be in accord with a philosophy or point of view that can be understood by those charged with the responsibility of directing the process. To develop a philosophy that will be acceptable to a large number of teachers, as well as laymen, is a stupendous task. It would be futile to hope that all teachers might be brought to complete agreement on all points incorporated in a stated philosophy. Moreover, it would not be desirable that such agreement be reached. There should be, however, general agreement with respect to the basal elements of the philosophy that is accepted in any school system.

When confronted with the task of developing a philosophy we look for the sources from which our philosophy is to be derived. Most assuredly, a philosophy of education must be compatible with the basic philosophy of the society in which the function of education is to be performed. Dean Russell says: "An educational system is successful only when in all its aspects it contributes to the ends of the society in

which it lives and has its being."¹ Reisner expresses the same concept as follows: "In the large view, education is public policy, related inseparably to economic conditions, social organization, and political administration."²

We may carry our statement even further. A philosophy must not only be compatible with the aims and purposes of the society; it must grow directly out of those aims and purposes, and must, therefore, change as social conditions change. Fairchild points out how radical changes in the social structure have taken place while outmoded social theories have persisted: "It is a strange and awesome fact that whole societies can become imbued with false beliefs, and consequently build up institutions and mores which are diametrically opposed to their own welfare. This is particularly true because certain beliefs may have high utility at one stage in human affairs and yet be a positive hindrance at a later point of development. An excellent illustration of this truth is furnished by the egalitarian doctrines of the late eighteenth and early nineteenth centuries—the dogmas that all men are born free and equal, and endowed with certain natural and inalienable rights and liberties. These doctrines were evolved as a protest against the favoritism, privilege, and partiality that characterized the social gradation, political and religious affiliation, and judicial administration of the day. They were useful, indeed indispensable, to the attainment of democratic progress and, therefore, in the pragmatic sense, they were true. But having achieved their purpose and helped to usher in an era of greater equality, they have now become a drag and

¹William F. Russell, "School Administration and Conflicting American Ideals," *Teachers College Record*, October, 1929, p. 17.

²Edward H. Reisner, *Nationalism and Education Since 1789*, (New York: The Macmillan Company, 1922).

a handicap to farther advance."³

Whether or not one is willing to go so far as to admit that the concepts mentioned by Fairchild have entirely lost their place in the American scheme of things, one must admit that we are suffering because we have not reinterpreted American social concepts in terms of present day conditions. Obviously, if the school is to discharge its function in helping to achieve the ideals of our society, there must be a reasonably clear concept of the nature of those ideals. Furthermore, means must be provided for the continuous re-definition and reinterpretation of these ideals. The urgent necessity for such provision is reflected in the following statement from Kandel: "What has not yet been attempted is to discover the direction to which this civilization, so ardently and so successfully promoted in the United States, is leading. In other words, it is incumbent on educators if they are to discover the ends and purposes which this civilization is to serve, to become increasingly conscious as to whether there is growing up or can grow up in this country a new culture, a new expression of national ethos, different from the culture found anywhere else."⁴

It should be clear that such analysis and definition as has been suggested cannot be the work of a novice. It must rather be the work of persons of broad social understanding, who are able to view our society in the large. A majority of our teachers could scarcely qualify at this point. In fact, it is a severe indictment against our profession that so many of the teachers in our schools seem to be totally lost when confronted with a problem of broad social significance. We must depend largely, therefore, upon our professional leaders for the formulation of a statement of our guiding philosophy or point of view. Once a tentative statement of an educational philosophy for a given school system has been drafted, it should be given wide cir-

culatation among both teachers and laymen so that it may receive the benefit of such critical judgement as may be called forth.

In order that a statement of philosophy may possess essential unity, certain principles should be observed. To discover and state these principles in such form that they may be used as guides constitutes a task of major importance. Because of the controversial nature of the issues involved in education, every point of view should be carefully canvassed. Since many of the elements contained in the issues are similar, one need not necessarily require that statements of principles be mutually exclusive.

Where then, shall we look for the issues out of which are to be drawn statements of position or "principles" that will act as guides in developing a consistent philosophy of education? Apparently, there is general agreement that these issues fall within two major areas or realms; the realm of the social order, as has already been stated, and the realm of the individual. Other categories might be suggested, for example, the social heritage. It is scarcely possible, however, to consider the social inheritance apart from the social order, and therefore, we may consider them a part of the same large area. Dewey states: "The fundamental factors in the educative process are an immature, undeveloped being; and certain social aims, meanings, values incarnate in the matured experience of the adult. The educative process is the due interaction of these forces. Such a conception of each in relation to the other as facilitates completest and freest interaction is the essence of educational theory."⁵

In the realm of the individual we find ourselves confronted with issues involved in our concept of the nature of learning. Do such problems of growth, individual differences, and the like, raise questions which call for a principle? Since the individual exists not only as a part of a social whole, but also in a very certain sense as an independent social and biological unit, it is apparent that any attempt to influence his growth—his interaction with the society

³Henry Pratt Fairchild, "The Great Economic Paradox," *Harpers Magazine*, May, 1934, p. 641.

⁴I. L. Kandel, "The New School," *Teachers College Record*, March, 1932, p. 511.

⁵John Dewey, *The Child and the Curriculum*, (Chicago: University of Chicago Press, 1902), p. 77.

of which he is a part—must be made in conformity with the laws or principles that relate to him as a social unit.

To illustrate how a position taken with respect to a given issue may affect a philosophy of education, let us consider the question: How does learning take place? Conflicting points of view, expressed in theory and illustrated in practice have been variously described and defined. Peterson presents the issue under the categories "passive-active" which, broadly speaking, fairly represent the diverse views between which lie many compromises. They represent, on the one hand, the concept that the teacher is the purveyor of certain selected bodies of knowledge which are administered to the child who receives them and makes them his own to be kept against future use. The other extreme may be thought of as an active process whereby the child, through his purposeful activity learns. Hollingworth, expressing this latter point of view, says: "Experience is the only teacher. The real questions are: *What experiences are most instructive? Whose experiences can be made to count effectively? When is a given experience most educational? How can instructive experience best be provided?*"⁷ This author suggests many types of experience, including vicarious experiences, and concludes: "The real educational question then does not have to do with the value of experience, as contrasted with something else. Experience is the only available educational instrument. The only question that can be raised relates to the merits of various sorts of experience."

Taking the same general point of view, Childs says: "Instead of viewing the educative process as primarily the process by which adults transmit that which they have already found out to empty passive minds of children, the experimentalist challenges us to view education as the process of active experiencing on the part of the child. . . . As thus interpreted, school education is not only concerned to conserve whatever of individuality the child has already developed, but it is also so to be managed that its

fundamental procedures will contribute to the further growth of this individuality."

Thus we see an issue drawn. In formulating a consistent philosophy a position must be taken with respect to it. And so, similarly, with respect to other issues.

Numerous statements of fundamental issues or principles basic to a philosophy of education appear in educational literature. Many such statements should be critically examined by any person or group who sets out to state a philosophy or point of view. I cite two for illustration.

Norton presents five principles of American public education as follows:

"First, the American public school is a common school for all the people.

"A second fundamental principle of our philosophy of education is that the American school is free and open to all.

"A third underlying principle in our educational system is that every man's wealth shall bear its just share of the cost of educating all children.

"A fourth principle underlying our philosophy is that the American school offers a complete education from the kindergarten through the university.

"A fifth fundamental principle in our system of free public education places the schools under the control of all the people."

It is not our purpose here to discuss the appropriateness or the completeness of this statement, but rather to show that in developing a philosophy, certain "principles" must be accepted as a basis.

One other example is presented for illustration. Rugg defines the limits within which an educational program must operate as follows:

"What are the central concepts of pragmatic experimentalism? Out of the mass of material I find six:

"*First:* Human experience is unified and continuous; there are no separate instincts; ends and means, character and conduct, motive and act, will and deed—all are con-

⁷John L. Childs, *Education and the Philosophy of Experimentation*, (New York: Century, 1931), p. 232.

⁸John K. Norton, "American Educational Principles," *The Nations Schools*, June, 1933.

⁹H. L. Hollingworth, *Educational Psychology*, (New York: D. Appleton and Company, 1933), p. 4.

tinuous; hence all dualistic interpretations of experience are fallacious.

"Second: Knowing comes only through active responses; meaning arises only through reaction; a concept is synonymous with corresponding operations.

"Third: Knowing arises through testing consequences. This is Dewey's concept of 'the experimental method of knowing' and the contemporary physicists' 'operational' definition of thinking.

"Fourth: Experience consists primarily in the adjustment and interaction of individuals; both individual and group understanding and behavior are the product of the social human environment; the social environment 'consists of all the activities of fellow beings that are bound up in the carrying on of the activities of anyone of its members.'

"Fifth: Society is conceived as a democracy, built on the foregoing principles; that is, on the experimental method of knowing, the unity and continuity of experience, 'numerous and varied points of shared common interest.'

"Sixth: An educational system also based on the foregoing concepts, which will give 'individuals a personal interest in social

relationships and control and the habits of mind which secure social changes without introducing disorder.' "

In conclusion let us point out that a philosophy of education cannot be created by an individual or a group of individuals. It must emerge. It must be discovered. It must be tried in the light of accepted principles, which, themselves, are subject to revision in the light of new discovery or new interpretations.

A philosophy thus developed will be adequate for any phase of the educational program, because it will possess essential unity. It will represent the frontier thinking of whatever group may be attempting to define it. It will represent an advance over present practice, and should be a means of indicating possible improvements in present practice. It can not be developed successfully by any group whose chief interest is in the particular sector of the educational program in which their work lies. Because of all these things, developing an educational philosophy is at once a discouraging and challenging task.

*Harold Rugg, *Culture and Education in America*, (New York: Harcourt Brace and Company, 1931), pp. 123-124.

Report of
Curriculum Study Conference
For

INDIANA HOME ECONOMICS TEACHERS AND SUPERVISORS
Called by Indiana State Home Economics Association and the State
Supervisor of Home Economics Education

INDIANAPOLIS, MARCH 12-14, 1936

LAURA B. HADLEY

President, Indiana State Home Economics Association

Leader—**BEULAH I. COON**, *Agent for Studies and Research, Home Economics Education Service, United States Office of Education*

INTRODUCTION

Members of the Indiana State Home Economics Association have been interested for sometime in making a concerted effort to bring the state curriculum materials up-to-date and in preparing new material for phases of home economics work which were not provided for when the present course of study was published in 1927.

The vocational home economics teachers, under the supervision of the itinerant teacher trainers, have been working for the past four years on the development of units of study to supplement the state course. Some of the materials developed by these groups have been mimeographed and distributed to teachers by the Vocational Division of the State Department of Education. Teachers, particularly those who participated in their preparation, have found these materials very helpful. They have filled gaps not provided for in the printed course of study, and have been especially helpful in suggesting new approaches to the whole problem of curriculum planning.

With these interests and needs in mind, the program-of-work committee of the Indiana State Home Economics Association recommended that the Association undertake as one of its major projects a serious study of methods of curriculum development, leading to the improvement of the present course of study materials.

In order to stimulate thinking along these lines and to discover what teachers believe ought to be undertaken, a small group of teachers was invited to attend a conference

at the Hotel Lincoln, Indianapolis, March 12-14, 1936, to take part in a discussion of curriculum problems. This group was called by the State Supervisor of Home Economics Education and the President of the Indiana State Home Economics Association. It included representatives of the large city schools, the county seat towns, and the smaller consolidated schools. There were about equal numbers of teachers from vocational and non-vocational home economics departments, and the various geographical regions of the State were well represented. Included teachers who have taught only two or three years as well as those who have given many years of service to home economics teaching. Representatives from colleges and universities where teachers are trained were also included.

Indiana was fortunate, since it was possible to secure Miss Beulah I. Coon, Agent for Studies and Research, Home Economics Education Service, United Office of Education, to lead the discussions. Miss Coon is an unusually able discussion leader as well as an authority on home economics curriculum. She has directed curriculum study and revision in many states throughout the country.

The meeting Thursday was devoted to discussions which led to a more clear recognition of numerous problems related to curriculum with which the teachers are concerned. On Friday six of these problems were selected for special study. An attempt was made to bring out clearly just what the problems is and to propose rather definite means of attacking it.

DISCUSSION OF PROBLEMS

Problem I. What can we do in the home-making program to develop in pupils a philosophy of living, and abilities and attitudes consistent with this philosophy, through solving their present real problems?

A. To know their problems:

1. Be interested in and sympathetic with the girls.
2. Anticipate their needs through knowing the girls.
3. Make contacts outside of school to find problems of the individual and the group. Know the homes.
4. Teachers train selves to make home visits.
5. Make contacts with parents' organizations.
6. Use check lists and questionnaires.
7. Make use of cumulative records of the right sort.
8. Have individual conferences with students.
 - a. Educate administrators to the need for conference periods, small classes.
 - b. Educate the public so they will be willing to pay for the necessary instruction time.
 - c. Learn to use the regular class period for individual work.

9. Make use of exploratory tests.

B. To use problems effectively in helping pupils to develop a philosophy (a sense of value, attitudes, abilities, to develop independence in meeting new situations; guiding pupils in finding general ideas which help in the solution of many problems.

1. Select problems common to pupils and which bring out principles most clearly.
2. Have clearly in own mind the general ideas to be established.
3. Evaluate problems and make some generalizations.
4. Guard against imposing ready-made generalizations upon the pupil. Pupils should discover these general ideas and state them in their own words.
5. Create a schoolroom atmosphere that demonstrates important values.
6. Make available for reading and discussion current literature and fiction; let pupils determine values, express their reaction to them.

a. All fiction is not written by psychologists, and should therefore be used with judgment.

b. Avoid developing too much introspection.

C. To help ourselves and others to secure pupil participation in all steps and to meet individual differences.

1. Use some pupils to help others (with caution).
2. Give pupils opportunity to set goals, with recognition of possibilities of change and growth.
3. Give pupils opportunity to evaluate progress and check on attainment. Checking by pupils should be frequent enough so pupils know when goals are reached.
4. Use pupil directed discussions.
5. Carry class projects for home and for school use.

6. Give pupils opportunity to do individual work which contributes to the solution of general problems.

Problem II. How can the needs of others than high school girls be met?

A. To provide opportunities for boys.

1. Open classes for boys, either separate or with the girls. Boys in some cases have objectives different from the girls. It is often difficult to find time in the program for the additional classes.

2. Club activities may be utilized. Interest thus developed may lead to classes.

3. Exchange of boys' and girls' classes, as shop or agriculture, with home economics.

B. To provide opportunities for out-of-school youth and adults.

1. The home economics teacher should assume responsibility for providing such opportunities.

a. Organize and teach classes or assist in securing a teacher.

b. Cooperate with other agencies such as P. T. A., P. W. A., W. Y. C. A., extension, etc.

2. Teachers should use their influence to put home service work on a professional basis.

Problem III. How can we cooperate with other teachers in planning to meet pupil needs?

1. Two methods of approach.

a. All the teachers in the school plan together to meet pupil needs.

b. The home economics teacher may work with other related departments to plan for pupil needs.

2. Become familiar with programs carried by other subject groups.

3. Discuss problems of pupils with other teachers.

4. Make use of guidance groups to work out pupil needs and ways to meet them.

5. Be willing to grasp whatever opportunities there are for working with other teachers, accepting the attitude that pupil needs are more important than any subject.

Problem IV. How can we broaden the homemaking program and integrate the various phases?

A. Certain phases of the homemaking program are less well done than others.

1. Teachers have had inadequate preparation in under-graduate work for teaching such phases as art related to the home, home management, child development, family relationships, consumer education.

2. Less guidance is available (such as courses of study) for planning these courses.

3. In order to give teachers the needed help it was suggested that provision be made for:

(1) Summer school courses.

(2) Adequate supervision of these phases of work.

B. In broadening the program, shall new units be added, or shall the new problems be integrated with existing courses?

Problem V. What guides for curriculum are needed? What are now used? How supplemented?

A. Materials now used include the state course of study and supplementary units.

1. The supplementary units are more useful than the old course because the method is based on pupil needs, using subject matter as a tool; and also because many of the teachers who are using them participated in making them.

B. Method of using these materials. (individual teacher techniques)

1. In order to provide for the best results teachers should undertake to study

pupil needs in individual situations. We use the word "needs" loosely. Many studies reveal activities and practices but not standards of attainment which show the gap which reveals needs.

a. Procedures to use in discovering pupil needs.

(1) Collect data, record, summarize, interpret it, and use it in planning, adapting units to meet needs.

2. Use summaries of large scale studies to reveal trends, recognizing the limitations of such materials.

C. Measuring the attainment of goals.

1. Means now used.

a. Published tests.

b. Daily summarization is a means of measurement.

c. Collection and recording of anecdotes.

2. Needs.

a. Means of measuring all types of objectives.

b. Short unit tests.

c. Methods of developing pupil participation in self-evaluation.

Problem VI. What are the most significant needs in curriculum construction?

1. Crystallize our ideas as to what we believe home economics should contribute to general education.

2. Become more conscious of the real needs of pupils.

3. Do more thinking about big vital questions. (What are they?)

4. Select experiences which are vital in pupil development.

5. Recognize the relation of home economics to other subjects and the contributions which others can make to home economics.

6. Interweave the various phases of the subject.

7. Select the key ideals to the solution of problems.

8. Evaluate our present materials (state course of study, mimeographed units); discover strengths and weaknesses. Provide a standard for such an evaluation. Determine what changes are desirable? What additions are needed?

9. Prepare new courses.

a. Courses for students with special interests, as a one semester elective for sen-

iors; boys courses; adults and out of school youth.

b. In special phases, as family relationships, use of leisure.

10. Work out techniques for meeting the needs, in small schools especially, of various groups such as college preparatory, commercial, and general curricula.

11. Provide for a year or two of study and teacher growth in philosophy of home economics. General suggestions are given.

a. Provide for reading on specific home economics education problems. Include books on content and method, professional journals.

b. Arrange for small discussion groups for exchange of ideas.

c. Encourage attendance at professional meetings, lectures, demonstrations of special procedures for teachers' group.

d. Provide visiting other schools.

PLANNING FOR FUTURE WORK

Such a conference cannot lead to any worth while changes in teaching practices employed throughout the state unless definite plans are made to incorporate the results of this thinking into the practices of the teachers. Saturday's discussion was devoted to working out a plan for future study and cooperation in the development of an effective curriculum in home economics.

It seemed advisable to accept the following general policies for guidance in planning for future work:

1. Select one most important problem for immediate study.

2. Arrange other problems in sequence for long time study.

3. Different groups may work on different problems at any one time.

4. It is necessary to consider:

a. The relative importance of problems.

b. What procedure of study can give teachers the greatest sense of satisfaction?

c. What is feasible procedure?

After considerable discussion the conference group agreed that a clearly defined philosophy of homemaking education, fundamental to curriculum planning, was the most important immediate need, with three other problems having about equal claims for consideration, namely, making studies and investigation of studies

already made to discover needs of (a) high school boys and girls, (b) out-of-school youth, (c) adults; evaluation of the present course of study and supplements; means of integrating home economics offering both within the various phases of home economics materials, and with other related subjects.

Following is a summary of the rather definite suggestions for working on these problems which were considered.

A. Helping ourselves and other home economics teachers to clarify our philosophy of homemaking education.

1. Encourage reading by providing lists of reading material available both in Education and in Home Economic Education, very carefully directed by use of critical problems and questions.

2. Provide for group discussion as in county institutes, county and district home economics meetings.

3. Offer courses dealing in philosophy of education in summer schools. Attend and urge attendance either here or in other well chosen places.

4. Provide through professional meetings, general as well as home economics, for inspirational presentations of philosophy of education.

5. Have teachers write out definite statements of their philosophy.

6. Provide demonstrations of excellent teaching which can be used as basis for discussion of philosophy.

a. School visitation in selected places, carefully planned.

b. Demonstration teaching at small meetings.

7. Make out list of critical problems regarding philosophy of homemaking education, as bases for discussion, or study.

8. Collect and study descriptions of procedures used by teachers which have been based on a fine philosophy of homemaking education. Use in discussions.

9. Use curriculum studies made in other states as basis for discussion.

10. Make opportunities for discussion of philosophy of homemaking education with administrators and other school people.

11. Suggested interest approaches.

a. Panel discussions, participated in by a homemaker, an administrator, a teacher,

revealing different view points, to challenge home economics teachers to really define their own philosophy.

Topic might be, "What should the secondary school offer as preparation for home and family life."

b. Challenging discussion by outside speaker.

c. Challenging problems for discussion groups.

12. Meetings at which philosophy might be featured are Indiana State Teacher's Association; county, city, and district meetings of home economics teachers; state conference for vocational teachers.

B. Helping ourselves and other teachers to study needs of pupils in school, out-of-school youth, and adults.

1. Find studies available which reveal needs, interpret meaning of these in home making program, and plan how to use them.

2. Make available readings and questions to assist with above.

3. Work out plan for studying other needs of groups as:

a. Interviews with local attendance directors, social service, red cross, women's club, school nurse, medical men (school clinic), probation officers, teachers, advisers, and school administrators.

b. Home visitation.

c. Conference with individuals and with groups, in class or in other activities.

d. Questionnaires, check list. Should be simple. Summarize, interpret, and plan the use of these.

4. Variations within the group, and variations between groups should be brought out in interpreting the results of studies.

5. Develop devices for measuring progress of different individuals and groups toward acceptable achievement in whatever areas we wish to determine needs.

6. Study successful families. Discover philosophies, practices that lead to successful family life. Use available studies of this type.

7. Ask girls to list decisions made during the last two weeks.

8. Record instances of significant behavior observed at any time.

9. Provide opportunities for discussion of what these studies mean, ways of meeting the needs revealed by them and ways of evaluating results.

C. Developing new units for specific phases of home economics work, which can be used by home economics teachers throughout the state.

1. The work already begun by vocational teachers should be completed. This may be carried out, in part, by the end of this year. These materials provide for the most pressing, immediate needs.

D. Evaluating the present course of study and supplementary in materials as a basis for determining what changes should be made.

1. Provide criterion for such evaluation.

2. There is a possible danger of developing a defense reaction which might defeat purpose.

E. Providing increased opportunity to work with other teachers, particularly with teachers of closely related subjects, in the study of pupil needs, in order to bring about more coordination or integration of the whole school program.

1. Agreed to leave detailed study for a later time.

F. Measuring the results of home economics teaching. No detailed discussion.

G. Several other problems needing consideration in the near future were suggested, as:

1. Broadening opportunities for groups in the high school who do not elect home economics as a major.

2. Meeting needs of the teacher of many different subjects.

3. Graduation requirements which restrict girls' opportunity to study home economics.

a. This may be a good place to begin the coordination of various subjects.

4. Numerous administrative problems.

No definite agreement was reached as to the particular step to be taken next. The president of the I.S.H.E.A. was instructed to appoint a committee to make definite recommendations. Each teacher left the conference stimulated to re-evaluate the curriculum she has developed and to do something about curriculum needs in Indiana.

Note: For the materials in this report the writer is indebted to the itinerant teacher trainers, Hortense Hurst, Muriel McFarland, Marie Ringle, and Elizabeth Stevenson, who acted as secretaries for the conference.

Around The Reading Table

Fargo, Lucile. *Preparation for Library Work*. Columbia University Press, New York, 1936. 190 pp.

This book should receive the careful attention of school administrators, school librarians, directors of library schools, and all others interested in education for librarianship. For the first time this neglected phase of library training is considered from all angles by one whose equipment for the task is unquestioned. Moreover, Miss Fargo's approach to the question is unbiased, critical, and scholarly.

As a basis for the consideration of the actual preparation which is desirable for school library work, an analysis is made of the positions available in this field, of the functions of a school librarian, of certification requirements, and of the amount of preparation which may reasonably be expected for the present financial returns. This leads to the conclusions that the confusion in the grading of schools, which results in overlapping, makes it impossible to provide preparation for library work in one group such as the elementary school, the high school, or the junior college; that librarians in public libraries also need training in school library work; that many school librarians are as much teacher as librarian; and that preparation for school librarianship should recognize the need both for semi-professional and professional training.

In addition different phases of professional migration are considered with its bearing on preparation, while the professional backgrounds best suited to different aspects of school library work are carefully examined and evaluated. The pre-professional training period is also weighed in the light of the kind of work to be done, a consideration of increasing importance now that education for librarianship has definitely passed from the era of general training to an era of specialization. This shift in emphasis brings further difficulties of training since specialization cannot be but limited in the first year of professional training, although the actual work in the field is decidedly specialized.

As a result of a survey of the field Miss Fargo feels that there is reason to provide two kinds of library preparation: that for full time library work including technical and administrative courses given in library schools, and that given to teacher librarians composed of training for a wide use of the library with the direction of the library under the supervision of a central agency. A teacher who cares for the library can no more be an expert librarian than can

the teacher who teaches history, music, and English be an expert in each field. Since there are many schools which can have only teacher-librarians, this semi-professional or part-time training, then, should be designed to prepare people to serve in a situation that exists at the present time, not for an ideal situation. It appears that teacher-librarians will come from colleges offering courses for part-time positions; and full-time librarians, on the other hand, will continue to be the product of library schools. The crux of the question is "how much library science does a teacher need to know for the enrichment of his teaching and semi-professional service in a small school; not how much must a librarian know."

Miss Fargo also points out the weaknesses of preparation for school librarianship in both teachers colleges and liberal arts colleges. In the former there is often too little opportunity for liberal arts courses due to a crowded curriculum, and in the latter there is lack of teacher preparation, so necessary in school library work.

The book contains many interesting and informative tables as well as a suggested curriculum for the education of teacher-librarians which is an invaluable guide to those who wish to depart from the commonly accepted curricula. There is nothing which Miss Fargo has omitted or slighted; in fact, one who has been feeling his way in this field may here find the whole subject of preparation for school library work accorded a treatment that is thoroughly sound, searching, and adequate.

—Hazel E. Armstrong

Indiana State Teachers College

Whitney, Albert W., Editor. *Man and The Motor Car*. National Bureau of Casualty and Surety Underwriters, One Park Avenue, New York, 1926. 256 pp.

School drive against death. Gathered from tested and perfected lessons in advanced schools and from the traffic suggestions of city and county experts, subjected to practical school men, rewritten and again submitted, approved by the president of the National Education Association, by an advisory board embracing public school teachers, university professors, and automotive experts, and offered at the bare cost of printing and binding, this is a notable textbook for training in automobile driving. The contributors of this volume have made it a series of lessons in thinking and practice appertaining to all the known situations in driving. With simple

and striking diagrams, with educative pictures, with an authoritative application of experimental psychology, these specialists in different fields have contributed essential principles. The educational collaborators have put the material into simple and vital words suited to the understanding of children of from ten years of age upwards.

Blackhurst, J. Herbert. *Principles of Methods*. University Press, Des Moines, 1936. 388 pp.

This volume attempts to bridge the gap between pure theory and technique of teaching. The theoretical aspect is derived almost entirely from the field of philosophy. The author finds it necessary to consider in some detail the question, how do epistemological questions arise? He reviews Greek philosophy and its echoes throughout the centuries intervening between ancient and modern times and reaches the conclusion that the most acceptable philosophy is the pragmatism of John Dewey. In the light of Dewey's philosophy he discusses the nature of experience, the meaning of education, types of teaching, planning, special methods, testing, and other topics.

In the treatment of the various topics, emphasis is placed mainly on the principles which the author believes to be the foundation of good teaching. For example, much of the chapter on reflective thinking is devoted to logic and the scientific method.

There is an amazing lack of use of data of modern psychology in this volume. The

author seems to ignore the question as to whether a rational system, such as his, has any scientific support.

The style and treatment are unusually good. The author shows great skill in choosing his pathway through the complexities of thought with which he deals. This volume should prove helpful to experienced teachers as a basis for analyzing and criticising their teaching procedures.

—E. L. Welborn

Indiana State Teachers College

Thomas, Milton Halsey, Editor. *Columbia University Officers and Alumni 1754-1857*. Columbia University Press, New York, 1936. 432 pp.

The latest issue of the *Columbia University Officers and Alumni 1854-1857* has just come from the press. It includes: Presidents of the College; Governors of the College of the Province of New York; Regents of the University of the State of New York, 1784-1787; Trustees of Columbia College; Trustees of the College of Physicians and Surgeons; Faculty of Arts; Faculty of Medicine; Faculty of the College of Physicians and Surgeons; Alphabetical List of Officers of Government, Administration and Instruction; Alumni of King's College, Columbia College, College of Physicians and Surgeons; and Honorary Graduates.

This book is put up in excellent form and is a compilation of officers and alumni of which the university may be proud.

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